

A series of five horizontal bars in gold, teal, red, dark grey, and orange, stacked vertically and slightly offset to the right.

Curtner

A small green square with a white dot inside, followed by the text 'Urban Leadership Program' in a grey sans-serif font.

Urban Leadership Program

A series of five horizontal bars in gold, teal, red, dark grey, and orange, stacked vertically and slightly offset to the right.

EQUITY, DIVERSITY, AND INCLUSION (EDI)

Friday, February 26, 2021

The Future We Want (and Need)

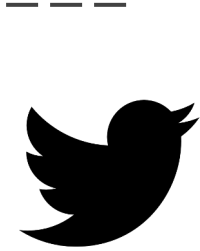
CULP Team 2

Land Acknowledgement

The land we are on is the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples. Toronto is home to many diverse First Nations, Inuit and Métis peoples. We also acknowledge that Toronto is covered by Treaty 13 with the Mississaugas of the Credit and is within the territory of the Dish With One Spoon treaty.

We are all Treaty people. Many of us have come here as settlers, immigrants, newcomers in this generation or generations past. We'd like to also acknowledge and honour those who came here involuntarily, particularly those who are descended from those brought here through enslavement.

Black History Month



@TamikaButler

@sandylocks

@mitchell_silver

@CheryllCase

@blackspaceorg

@julianagyeman

@blkwomenradical

@BlackDesignTw

@BipocDesign

@Driggs16DC

@JamillaMohamud

@DetroitSpirit

@blackdesigntech

@PeoplesGDArc

@DrDesThePlanner

@orlandopbailey

@GarfUrbanism

@BlackFuturesNow



<https://toronto.uli.org/programs/equity-diversity-inclusion/black-history-month-resources/>

<https://www.hairstory.ca/>

<https://www.ethoslab.space/>

<https://www.blackplanningproject.com/>

<https://www.toronto.ca/community-people/get-involved/community/confronting-anti-black-racism/anti-black-racism-resources/>

Agenda

08.30 - 08.35 **Introductions**

08.35 - 09.00 **Session 1: Towards the Future We Want**

09.00 - 10.00 **Panel Discussion Session**

10.00 - 10.10 **Break**

10.10 - 11.10 **Session 2: A Strategy for Action**

11.10 - 11.25 **Conclusion**

11.25 - 11.30 **Break**

11.30 - 12.00 **Team 3**



Introductions



**Ahmed
Ahmed**

**Rexdale Community
Health Centre**



**Cate
Flanagan**

urbanMetrics



**Harrison
Thomas**

City Of Toronto



**Jenn
Johnson**

Wordsearch Place



**Lillian
D'Souza**

City Of Toronto



**Sonali
Praharaj**

DTAH



**Téo
Cruz**

ED Modular

Session 1: Towards the Future We Want

25 minutes

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**What Future We
Want (And Need)**

Identifying Opportunities and Challenges Within..

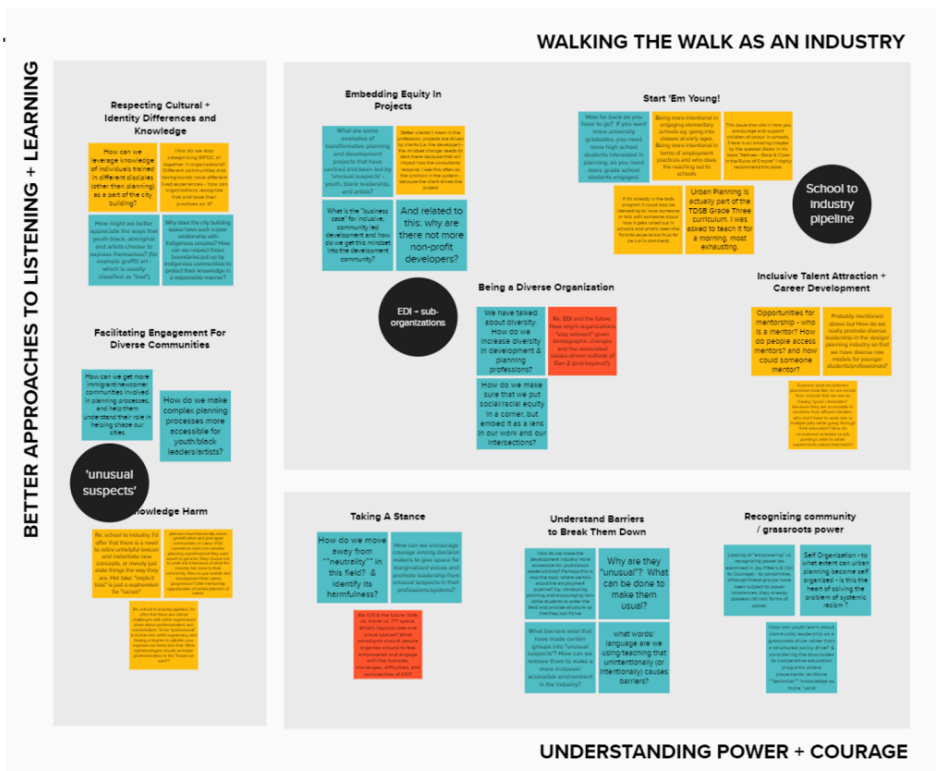
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**Unusual suspects:
youth, black
leadership, artists**

**School to industry
pipeline**

**Org discussions
around EDI: how does
racism manifest
within sub-
organizations?
Making it everyone's
job**

What We Said Collectively..



Walking the Walk as an Industry

Better Approaches to Learning and Listening

Understanding Power + Courage

How We Shape the Future We Want and Need

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REAL ESTATE & PLANNING SYSTEM

1. School to Industry Pipeline



2. Collaboration with People in Power



BOTTOM-UP APPROACH

3. Self Organization & Autonomy



**The Future We
Want and Need**

**How + Why
this matters?**

Defining School to Industry Pipeline

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Highschool



University



First Job



Leadership

School Barriers

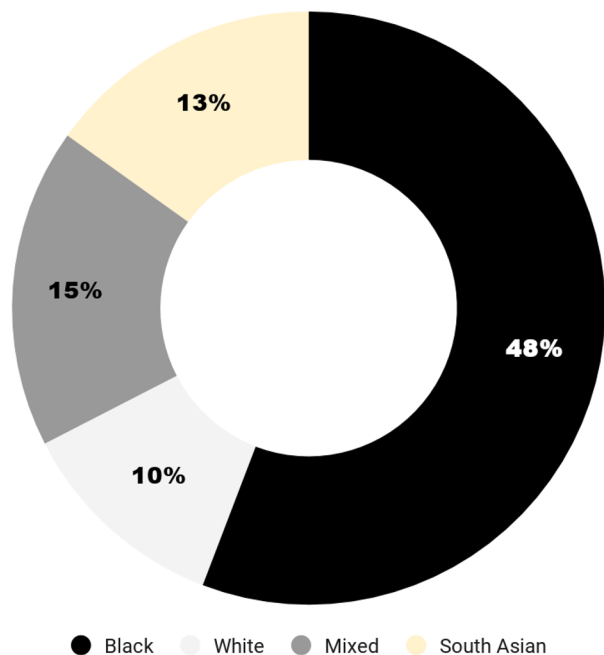
Racialized people are impacted by barriers into our industry early on in school

More likely to face discipline

- In 2018, 22.5% of suspensions in Peel District School Board were given to Black students (10.2% of the secondary school total population)¹
- This number is much higher in Toronto District School Board (TDSB)²
- Majority of expelled students (~45%) had special education needs in Ontario in 2017/2018⁴

Male Expulsions in TDSB in 2011-2012 & 2015-2016 Years

307 expulsions with 94% being male students

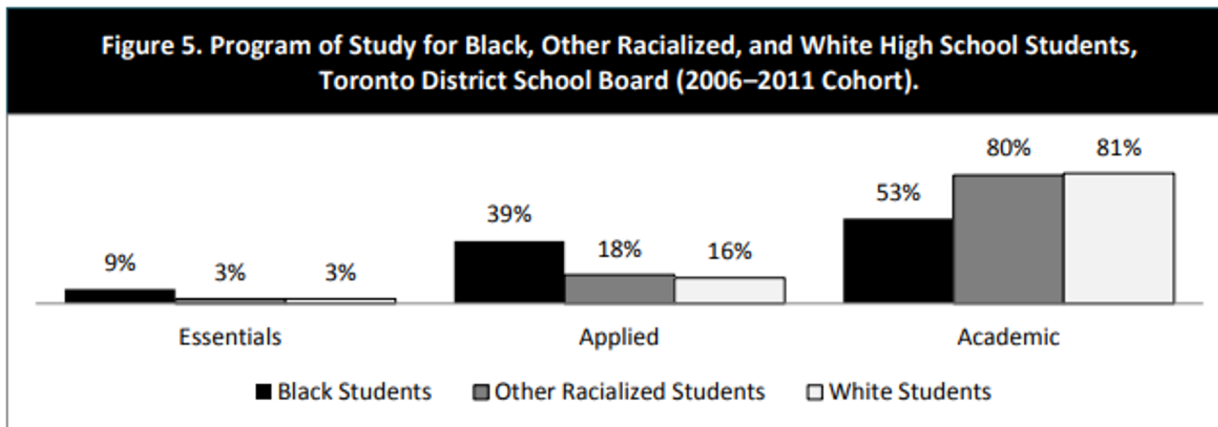


School Barriers

Racialized people are impacted by barriers into our industry early on in school

Streamlining into “non-academic” tracks. A process that tracked students towards University, College or employment after secondary school. Created in 1961 through the ‘Roberts Plan’.¹

Recently discontinued in 2020



Source: York Centre for Education and Community/Toronto District School Board, 2015.

Roadblocks in University/Industry

1. Class/Co-op
Opportunities

2. Tuition Fees

3. Role Models

4. Other Careers

Figure 11: Student enrollment by ethnicity*

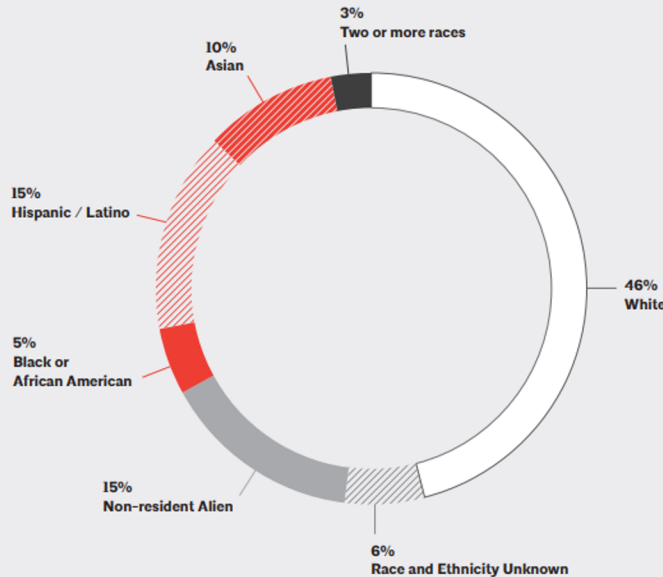


Figure 12: Student enrollment by gender*



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"The educational training of planners, in general, does not attempt to undo discriminatory practices; instead, these racialized tensions move from the classroom to the workplace. Ultimately, strategies to diversify the planning profession fail because of exclusionary interpersonal and institutional practices".

"Like a Fish Out of Water"

(2021). "Like a Fish Out of Water". Journal of the American Planning Association: Vol. 87, No. 1, pp. 108-122

Enabling The Future We Want

Planning Education

1. Increase diversity in planning workforce by retaining African American and Latinx students through **a relevant curriculum** and the **introduction of alternative pedagogies**.
2. Foster inclusivity in professional practice by **training all students to work with individuals and communities from diverse backgrounds**.
3. Improve classroom climate by creating an inclusive classroom through **cultural competency training, policies, and continued activities that address everyday racism**.

Planning Practice

1. **Increase recruitment, retention and promotion of a diverse workforce** by creating an inclusive work environment.
2. **Hiring a workforce that can interact positively with colleagues** and communities from diverse backgrounds.
3. Developing and **promoting leaders** from diverse backgrounds by creating a roadmap to senior leadership positions

Collaboration with People with Power: Setting the Context

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Who are People With Power? Those with the formal / dominant authority to make and shape decisions regarding the future of our city. These practitioners might be from:

Public Sector

Private Sector

Institutions

Why Is This Important?

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As a practitioner / person with power .

- Acknowledging + utilising power to shape a better future
- Seeking to share + recognize other forms of power

As a community member

- Navigating a complex system
- Engaging with organizations and people in power to create change

From both sides

- Bridging a sometimes challenging divide
- Learning from examples of success

Collaboration with People with Power: Hogan's Alley



- 4.4.1 Acknowledge and work to further the Hogan's Alley Working Group 'Principles of Development' that include Recognition, Honouring, Access and Inclusion, Security of Tenure, and Investment.
- 4.4.2 Establish a Cultural Centre on the 898 Main Street block (Hogan's Alley block). The Cultural Centre will be a focal point for the Black Community, and will be welcoming and inclusive to all – a place 'from the community, for the community'.
- 4.4.3 Commit to work with the Hogan's Alley Working Group to establish the long term involvement and investment of the Black Community in the future life of the block through the exploration of land trusts, long term leases, or other arrangements as appropriate.

Northeast False Creek Plan Policies

Clear Commitment to a Black Cultural Centre and ongoing work with the Hogan's Alley Society

Budget: Black Cultural Centre of Vancouver

\$1.7B in public benefit costs (private development)

\$500M from City budget

Public Sets the Tone for Private Sector

"Right of first refusal agreement" between Hogan's Alley Society and Private Developer for ground-floor retail units

Collaboration with People with Power: Enabling Actions

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- **Policy & Priority Review**
- **Evidence-based Policy**
- **Municipal/Organizational Budget Prioritization**
- **Trust Building**
- **Proportional Representation in Decision Making**

Self Organization and Autonomy: Setting the Context

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When community groups adopt a **bottom-up approach** to change, thereby undermining traditional power relations in the planning process, **rebalancing authority** away from regulators and landowners, and putting it into the hands of members of the community.

What self-organization can look like

Using just chalk and leaves, Toronto residents re-imagine 'poorly designed,' 'dangerous' intersection



'Sometimes neighbours just have to come together with some chalk and some leaves and lead the way'

CBC News · Posted: Dec 01, 2017 12:23 PM ET | Last Updated: December 1, 2017



City replaces this man's homemade Tom Riley Park staircase for \$10K after controversy, safety concerns



'This is fantastic, but I still think mine are better looking,' Adi Astl says

Amara McLaughlin · CBC News · Posted: Jul 28, 2017 10:37 PM ET | Last Updated: July 28, 2017



Calls for inclusivity prompt city to erect Chinese-language development sign



Move comes after community group says residents left in dark about project in heart of Chinatown

CBC News · Posted: Dec 11, 2019 7:35 PM ET | Last Updated: December 11, 2019



通告



共13层
40.23米
239个住宅单位
987平方公尺商业空间
35个停车位
252个脚踏车位

公听会
公听会的进一步资料将在此公布

此建筑被提议进行改建。
本市接到一个更改区域规划细则的申请，要求批准兴建一幢十三层高的多用途大厦，地面原作商业用途，楼上提供住宅单位出租。

申请方: 315士巴丹拿设施公司
地址: 士巴丹拿街325号315室

如果想知道这份申请的更多资料，或者想向我们反映意见，请联络：
社区规划部
416-392-9434

申请资讯中心

3+1+1

What self-organization can also look like



Protecting Toronto's Black culture in Little Jamaica

BY TINA YAZDANI AND JESSICA BRUNO

POSTED JAN 14, 2021 4:49 PM EST LAST UPDATED JAN 15, 2021 AT 4:56 PM EST



Empowering women to build stronger communities

The Thorncliffe Park Women's Committee is a grassroots organization dedicated to creating and implementing public space enhancement projects in the community of Thorncliffe Park. Our group came together in 2008 with the vision of transforming the space of the neighbourhood into an inclusive place that develops, fosters, and enriches the strengths of the community.

[Read More About Us Here >](#)



AZURE

Curiosity Sha

Shared Governance: A Democratic Future for Public Spaces

Bianca Wylie and Zahra Ebrahim argue that collective stewardship of our shared realms – online and IRL – can be achieved through an ongoing, collaborative process of rule-making and modifying.



Self Organization and Autonomy: Enabling Actions

Centered on equity

Identify nodes of power that will honour the community voice throughout the **lifespan of development**.

Prioritize creating space to support, amplify and build upon work done by/ for Indigenous Black, People of Colour and other equity seeking communities.

Shared Governance

Make governance as part of the conversation from the start.

Creating pathways to make self organization equitable.

Participatory Design

Community driven planning work instead of a structured policy drive

Using temporary activation as a trial run to support and inspire more permanent change

Involvement of youth, opportunities for bridging industry to school pipeline

Pathway for Actions: Recap

01

School to Industry Pipeline



- Society at Large
- Planning Education
- Planning Practice

02

Collaboration with People with Power



- Policy & Priority Review
- Evidence-based Policy
- Budget Prioritization
- Trust Building
- Proportional Representation in Decision Making

03

Self Organization and Autonomy



- Centred on equity
- Shared governance
- Participatory process

Panelists

60 minutes

Mute Yourself

Speaker Mode

Type Questions in Chat

Questions at End



Abigail Moriah, RPP, MCIP
The Black Planning Project



Tura Cousins Wilson
SOCA



Chiyi Tam
Friends of Chinatown



Sabina Ali
Thorncliffe Park
Women's Committee

Session 2: A Strategy for Action


60 minutes

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Pathway for Actions: Recap

01

School to Industry Pipeline

- 
- Society at Large
 - Planning Education
 - Planning Practice


02

Collaboration with People with Power

- 
- Policy & Priority Review
 - Evidence-based Policy
 - Budget Prioritization
 - Trust Building
 - Proportional Representation in Decision Making

03

Self Organization and Autonomy

- 
- Centred on equity
 - Shared governance
 - Participatory process

Moving Towards the Future We Want and Need

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Hearing from you in breakout groups:

- What strengths in the current system do you want to see more of?
- What is the risk of not doing anything / maintaining the status quo?
- What action can you take to achieve the future you want in your industry?
- What action can your employer / organization take to achieve the future you want in your industry?